3A

Action

Educator Preparation Committee

Initial Institutional Approval – Stage II: Eligibility Requirements for University of California, Merced

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, University of California, Merced's responses to the Eligibility Requirements for consideration and possible approval by the Commission.

Recommended Action: That the Commission review the responses to the Eligibility Requirements and determine if the institution may move forward in the Initial Institutional Approval process.

Presenter: Lynette Roby, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability
   b)   Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

December 2017

Initial Institutional Approval – Stage II: Eligibility Requirements for University of California, Merced

Introduction

As part of the Initial Institutional Approval process, a prospective program sponsor, University of California, Merced, has submitted responses to the Eligibility Requirements for consideration and possible approval by the Commission on Teacher Credentialing (Commission). Approval of Stage II allows an institution to move forward to Stage III which is to submit Common Standards and preconditions for review. Approval of Stage II does not authorize the institution to offer an educator preparation program that leads to a credential or license.

Background

California law provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. Among other responsibilities, Education Code section 44372(c) sets forth the Commission's responsibility to rule on the eligibility of an applicant for initial accreditation for the purpose of offering a program of educator preparation.

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's Initial Institution Approval (IIA) process. At the December 2015 Commission meeting, the Commission approved a new IIA process requiring the satisfactory completion of five approval stages as part of the Strengthening and Streamlining Accreditation project. The process was further refined and adjustments were subsequently approved during the February 2017 meeting. A graphic detailing the five stages of the IIA process is provided on Page 2 of this item.

This agenda item presents for consideration one institution of higher education seeking to become a program sponsor.

University of California, Merced

The University of California, Merced (UCM) seeks Initial Institutional Approval in order to offer a General Education (Multiple Subject/Single Subject) Preliminary Credential program which will be implemented by the University of Merced, Extension (UCM EXT).

A summary of UCM's responses to the twelve Eligibility Requirement Criteria are provided in the table that follows. The full response from UCM can be found in this Attachment. Criteria 1 through 9 have been reviewed by staff and a recommendation has been provided for these criteria. The institution's response to Criteria 10, 11 and 12 have been summarized for the Commission's review and consideration. Appendix A includes the eligibility requirement criteria, required information for each of the criteria and factors to consider for Criteria 10 through 12.

The Role of the UC Merced Extension

This proposal raised a unique question for the Commission staff as it reviewed the proposal. The application is for the University of Merced Extension to implement the proposed educator preparation program. In order to meet Prerequisite 1 for IIA, an institution of higher education must be regionally accredited. UCM EXT does not, and cannot, hold regional accreditation independent of University of California, Merced's main campus. Staff concluded that UC Merced Extension could not apply for eligibility without the designation of UC Merced as the program sponsor since it is the entity that holds Western Association of Schools and Colleges (WASC) accreditation. UCM EXT was instructed to seek approval as a program sponsor through the main UC Merced campus. Precedence for this model exists at several other UC campuses with the Graduate School of Education at the main campus serving as the program sponsor and some programs being offered through the Extension. However, a significant difference with this proposal is that at this time UC Merced does not have an education division on its main campus and there is no current plans for a school, college or department of education. After discussing this with the UC Merced personnel, they proposed a unique structure that staff believes meets both the letter and objective of the Prerequisite. However, the Commission has the final determination as to whether it believes that the proposed structure would suffice.

UC Merced would be the approved program sponsor and the program would be implemented by the UC Extension. UC Merced's Curriculum Advisory Board will provide oversight of the educator preparation programs. UC Merced's Curriculum Advisory Board is comprised of faculty from:
- Three UCM Schools including Engineering, Natural Sciences, and Social Sciences, Humanities and the Arts,
- The Director of CalTeach (a UC initiative to address STEM),
- An Educational Services Specialist from the Merced County Office of Education, and
- The UCM EXT Director of Education Programs.

All of UCM Extension's academic courses, certificates, and programs will initially be reviewed by the Director of Education Programs and Dean of Extension and will then be submitted to the Curriculum Advisory Board for review and approval. Final approval will be granted by the UCM Graduate Council who provides final approval on all curriculum.

Additionally, the lines of authority have been clearly defined such that UCM EXT leadership reports directly to the Vice Chancellor of Student Affairs, the Unit, which is housed on the UCM main campus. This direct relationship ensures strong oversight of the educator preparation progams.

I	II	III	IV	V
Prerequisites	**Eligibility Criteria**	**Address Standards & Preconditions** a) **Common** b) **Program**	**Provisional Approval**	**Full Approval**
To ensure that the prospective sponsor is legally eligible to offer educator preparation programs in California. To ensure that the prospective sponsor understands the requirements of the Commission's accreditation system. **Staff Determination** If the institution is a legal entity and the team attends Accreditation 101, the institution may move to Stage II	To provide initial information to the Commission about the entity so that the Commission can make a decision if the prospective sponsor is one that has the potential to sponsor effective educator preparation programs. **Commission Decision** 1) Grant Eligibility 2) Grant Eligibility with specific topics to be addressed in Stage III 3) Resubmission with additional information 4) Deny Eligibility	a) To ensure that the institution meets all of the Commission's Common Standards (e.g., infrastructure, resources, faculty, recruitment and support, continuous improvement, and program impact). Standards are reviewed by the BIR prior to going to Commission. b) To ensure that the proposed program meets all of the Commission's adopted program standards. Standards are reviewed by the BIR prior to going to the Commission. a) **Commission Decision** 1) Grant Provisional Approval 2) Deny Provisional Approval b) **Committee on Accreditation Decision** 1) Approve Program(s) 2) Deny Approval	After the program operates for two-three years, sufficient time so that a minimum of one cohort has completed the program and the institution has had ample time to collect data on candidate outcomes and program effectiveness, the institution will host an accreditation site visit. The report from this site visit, including related data, will be presented to the Commission. **Commission Decision** 1) Grant Full Approval 2) Retain Provisional Approval with additional requirements 3) Deny Approval	Once an entity has earned Full Approval from the Commission, the institution will be placed in one of the accreditation cohorts and will participate in the Commission's regularly scheduled accreditation activities. **Committee on Accreditation Decision** Monitors through the accreditation system

In accordance with the Commission adopted process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 1-9 as follows includes a staff review and recommendation.

Criterion	Staff Recommendation	UCM's Response
Criterion 1: Responsibility and Authority	**Aligned**	*Lines of Authority* The University of California, Merced (UCM) Chancellor has ultimate authority and responsibility for University of California, Merced Extension (UCM EXT), an academic division of the UCM. The Dean of UCM EXT, Jill Orcutt, reports to Charles Nies, the Vice Chancellor of Student Affairs (VCSA) for UCM, who reports directly to Dorothy Leland, the Chancellor of the UCM. *Role of the UC Merced Curriculum Advisory Board* All UCM EXT academic courses, certificates, and programs are reviewed by the Director of Education Programs and Dean of Extension, then submitted to the Curriculum Advisory Board for review and approval. The Curriculum Advisory Board is comprised of faculty from each of the three UCM Schools: Engineering, Natural Sciences, and Social Sciences, Humanities and the Arts, the Director of CalTeach, an Educational Services Specialist from the Merced County Office of Education, and the UCM EXT Director of Education Programs. Final approval of all curriculum (courses and how the courses are integrated into a teacher preparation program) is then granted by the UCM Graduate Council. The Director of Education Programs has authority, with approval of the Curriculum Advisory Board, Graduate Council, and the Dean of UCM EXT, to design the course scope and sequence, hire, support and evaluate faculty teaching in the program, coordinate student teaching placements, and collaborate with supervising teachers (referred to in this document as cooperating teachers), school site administration and fieldwork supervisors to support the student teaching experience.

Criterion	Staff Recommendation	UCM's Response
		Roles and Responsibility • The Dean of Extension (UCM EXT), Jill Orcutt and the Curriculum Advisory Board (CAB) will provide day-to-day oversight of the educator preparation programs. • The programs will be coordinated by the Director of Education Programs Lynn Reimer. • Credential recommendations will be made by the Credential Analyst for UCM EXT, Janelle Barnes. The duties of the credential analyst will not be delegated to persons other than employees of UCM including UCM EXT and these individuals will attend the annual CCAC conference and participate in all Commission trainings and technical assistance related to the recommendation process. • UCM EXT assures that the credential recommendations will be delegated to employees of the institution and that those individuals will participate in Commission training.
Criterion 2: Lawful Practices	**Aligned**	• UCM EXT has provided nondiscrimination policies for both employee/personnel and for candidates. • These nondiscrimination policies are provided on UCM's website and will be provided on UCM EXT's website and in the Student Resources and Policies Handbook as well as the UCM EXT Faculty and Staff Handbook.

Criterion 3: Commission Assurances and Compliance	**Aligned**	• UCM has assured that it will:
		  a) comply with all preconditions
		  b) submit all reports required including but not limited to data reports and accreditation documents
		  c) cooperate with an evaluation of the programs and monitoring of the programs
		  d) fully participate in the accreditation system and adherence to timelines
		  e) offer approved programs until candidates
		    i. complete the program
		    ii. withdraw from the program
		    iii. drop from the program

Criterion	Staff Recommendation	UCM's Response
		iv. are admitted to another approved program to complete the requirements.
Criterion 4: Requests for Data	**Aligned**	• The Program Director, Lynn Reimer, will be responsible for all requests for reporting data with the support of the Credential Analyst, Student Services Coordinator, UCM EXT Registration Services Manager and the Curriculum Advisory Board will report and respond to all requests for data from the Commission within specified timeframes.
Criterion 5: Grievance Process	**Aligned**	• UCM EXT has provided a grievance process that will be maintained on the UCM EXT website and hyperlinked directly to UCM's policies on the university website. • The grievance policy will be accessible to all candidates and applicants in the handbook.
Criterion 6: Communication and Information	**Aligned**	• A public website for UCM EXT will be maintained and will be free of login or passwords. A draft of the website has been provided and reviewed by staff. • Upon receiving program approval, links to the teacher preparation program website will be added to appropriate university website pages where the public would seek out information on teacher preparation at UC Merced. One such site is the Cal Teach website in the School of Natural Sciences, as this program offers a Natural Sciences Education (NSED) minor and graduates of this program would potentially matriculate into the UCM EXT Teacher Preparation Program. • Plans were provided to distribute information and communicate with students about the program, professional development opportunities, standards, course expectations, schedule of courses, record keeping and deadlines. • Students will be informed of program coordination, advising, assessment, and the use of Canvas (Learning Management System). • Other methods of communication will include: o distribution of the student handbook during orientation

Criterion	Staff Recommendation	UCM's Response
		o Information sessions both on-line and in-person o videochat through Google Hangout, Skype or Zoom.
Criterion 7: Student Records Management, Access and Security	**Aligned**	• Official transcripts will be provided to candidates upon successful completion of coursework and fieldwork requirements and will be able to contact the Registrar at any time to track completion of program units, obtain transcripts or enrollment certification and view their student record. • Candidates will also have access to records on line. • UCM EXT assures that paper records/files will be kept in a locked filing cabinet within a secure program office that requires a UCM EXT identification card to access. • UCM EXT assures that digital files/records will be kept in two cloud-based systems with restricted access.
Criterion 8: Disclosure	**Aligned**	• Courses will be provided both in-person and online. • Courses will be offered as six-week intensives in the early evening to accommodate candidates who are teaching and/or working and as semester-long courses, also offered during the early evening. • In-person classes will be held at the UC Merced main campus, the UC Merced Downtown Campus Center, the Merced County office of Education, the Tri-College Center and the UC Merced Fresno Center.
Criterion 9: Veracity in all Claims and Documentation Submitted	**Aligned**	UCM EXT has assured that a letter of veracity will be submitted signed by leadership at UCM.

Criterion 10, 11 and 12

In accordance with the Commission approved process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 10-12 include a staff summary of the institution's submission, but do not include a staff recommendation.

Criterion	Summary of UCM's Responses
Criterion 10: Mission and Vision	The mission of the University of California, Merced emphasizes "teaching, research and public service." UCM EXT's Mission aligns with that of UCM by focusing on the development of "culturally responsive educators that equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment."
	UCM'svision is to uphold "21st century priorities for interdisciplinary learning and public service." In alignment with UCM's vision, UCM EXT:
	1. Aims to establish culturally respectful communication regarding questions, ideas, and solutions in the context of UCM EXT program courses and clinical placements. 2. Aims to nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise. 3. Aims to develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains.
	UCM EXT's mission and vision are also aligned with the standards and frameworks for TK-I2 students in the State of California.
	Candidates will work within the context of the San Joaquin Valley which has a diverse population. Fieldwork experiences will provide candidates the opportunity to work with various grade levels and students who are economically, ethnically and academically diverse. UCM EXT assures that the mission and vision and any supporting documentation will be published on the UCM EXT program website.
	UCM EXT program will be based on scholarly research and best practices using three benchmarks: • Theory and Practice in which faculty and teacher candidates will apply scholarly findings, theories and literature to integrative learning; • Equity and Access where equitable learning will be supported for all TK-12 California students and the assumption is supported that every learner is capable of achievement; and • Public Service where scholarship and best practices is framed by service to community, region and people of California. These will be supported through an ongoing collaboration with the Cal Teach program in the UC Merced School of Natural Sciences. UCM EXT and CalTeach will collaborate on a Natural Science Education Minor

Criterion	Summary of UCM's Responses
	(NSED), the Summer Institute Workshops for pre-service and in-service teachers, and the Curriculum Advisory Board.
	UCM EXT's proposed program will incorporate clinical placements in districts that reflect the cultural, ethnic and socioeconomic diversity of the San Joaquin Valley. To facilitate these placements, UCM EXT is currently in partnership discussions with the following districts: • Atwater Elementary School District • Ballico-Cressey Elementary School District • Delhi Unified School District • Dos Palos-Ora Loma Joint Unified School District • El Nido Elementary School District • Gustine Unified School District • Hillmar Unified School District • Le Grand Union School District • Livingston Union Elementary School District • Los Banos Unified School District • McSwain Union Elementary School District • Merced City Elementary School District • Merced River Union Elementary School District • Plainsburg Union Elementary School District • Planada Elementary School District • Snelling-Merced Falls Elementary School District • Weaver Union School District • Winton Elementary School District
Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation	The San Joaquin Valley has grown more than 125 percent over the past 25 years, currently representing 10 percent of California residents. Growth is projected to continue at double the statewide average. With more than 40 percent of the population identifying as Hispanic or Latino/a, the San Joaquin Valley differs from other California regions in that one-third of its residents are below the age of 18. San Joaquin Valley counties are anticipating an annual TK-12 enrollment growth rate of nine percent between AY 2011-12 and AY 2021-22. While the San Joaquin Valley population is growing, its economic prosperity indicators remain the lowest in California. The population percentage without a high school diploma is more than 30 percent, double the national average of 14.7 percent. At the same time, San Joaquin Valley schools are experiencing a severe teacher shortage, particularly in STEM fields, with disproportionately negative consequences for low-income and minority TK-12 students.

UC Merced has served San Joaquin Valley educators for nearly two decades. The UC Merced Writing Project was established in 2000, providing professional development for educators and programs for TK-12 students. In |

Criterion	Summary of UCM's Responses
	2009 UC Merced began hosting an annual Educator Reception to celebrate TK-12 in the San Joaquin Valley. That same year, the CalTeach/Science and Math Initiative graduated its first students with a minor in Natural Sciences Education. In 2012, the UC Merced School of Natural Sciences entered into a partnership with Fresno Pacific University known as the Central Valley Teacher Prep Partnership (CVTPP). In 2013, the newly established UC Merced STEM Resource Center began working with campus organizations and community to offer educational opportunities for TK-12 students and certificated teachers. This work involved collaboration with the UC Merced Center for Educational Partnerships in Fresno. In summer of 2016, the Science and Technology Enrichment Program (STEP) for high school teachers and students was launched. Most recently, UC Merced piloted a STEM summer camp for middle and high school students including the Merced Nanomaterials Center for Energy and Sensing (MACES). In order to expand UC Merced educational initiatives, UCM EXT Education Programs was established in August, 2016. Details about the Writing Project, Educators Reception, CalTeach/Science and Math Initiative, STEM Resource Center, Science and Technology Enrichment Program (STEP) and Merced Nanomaterials Center for Energy and Sensing (MACES) is provided in the Attachment.
	UCM EXT has posted the third party notification on its website. To date, no stakeholders have responded to the invitation to submit comments.
	As required by this criterion, staff researched the possibility of any additional available information relevant to University of Merced's application for IIA and found none.
Criterion 12: Capacity and Resources	An audited UC Merced Financial Report for 2015-16 was provided as well as a proposed budget for the UCM EXT program.
	UCM EXT assures that it will support the program and allocate sufficient resources to fulfill its responsibilities to the Preliminary Multiple Subject/Single Subject Credential candidates. Resources provided will include instructional and support personnel, academic faculty/instructors for the Merced area, faculty/instructor and advisors for the Fresno area and Modesto area.
	Other resources that will be provided include classroom facilities at UC Merced campus, the UC Merced Downtown Campus Center, the UC Merced Fresno Center and the UC Merced Modesto Venture Lab. All facilities will meet ADA standards and will be equipped with wireless internet and audio/visual equipment; office space at the main site, lockable storage and space for fieldwork supervisors and part-time practitioner faculty/instructors to meet with teacher candidates; digital platforms; site maintenance and late

Criterion	Summary of UCM's Responses
	–night security; professional library; multimedia and technical support services.
	UCM EXT has created a teach-out plan for the educator preparation program. In the event that a teach-out plan is needed, the UCM EXT Dean, Program Director and assigned Field Supervisor will meet with each candidate and develop an Individual Transition Plan (ITP). The UCM EXT will seek to establish Teach-Out Agreements with CTC approved institutions within Merced county. These agreements will ensure the equitable treatment of candidates with remaining coursework/fieldwork requirements upon program closure. Considerations for partnership will include: • Coursework equivalency; • Sufficient enrollment capacity; and • Willingness to partner with local public schools for student teaching placement.

Staff Recommendation

Staff recommends that the Commission consider the Eligibility Requirements submitted by University of California, Merced and take one of the following possible actions for the institution:

1) Grant Eligibility;
2) Grant Eligibility with specific topics to be addressed in Stage III;
3) Resubmission with additional information; or
4) Deny Eligibility.

If approved by the Commission, University of California, Merced will be allowed to move forward to Stage III, submission of Common Standards and Preconditions for review. Approval of Stage II will not authorize University of California, Merced to offer an educator preparation program that leads to a credential.

Next Steps

Based on the Commission's action, staff will take appropriate next steps related to the option chosen.

Criterion 10, 11 and 12
Eligibility Requirement, Required Information, and Factors to Consider

Eligibility Requirement	Required Information	Factors to Consider
Criterion 10: Mission and Vision		
An institution's mission and vision for educator preparation is consistent with California's approach to educator preparation. * A complete program design with significant detail included is not what is intended here as that will be submitted to ensure alignment with the Commission's adopted program standards in Stage III. Rather, the intent is to provide the Commission with sufficient information to ensure that the institution's philosophy and approach about educator preparation is consistent with California's.	a) Statement of the institution's mission and vision for Educator Preparation. b) A statement confirming that the mission and vision will be published on the website and in institutional documents provided to candidates. c) Information about how the mission and vision for educator preparation reflects the institution's commitment to California's adopted state standards and frameworks for TK-12 students. d) Information that demonstrates the institution's commitment to preparing candidates to work effectively with the full range of California TK-12 students. e) Statement that includes which educator preparation program(s) the institution will seek to offer. f) Information about the institution's philosophical and/or theoretical framework or approach underlying the design of educator preparation.* g) If applicable, provide a description of the ways in which the proposed program for California would be similar	a) To what extent did the institution provide a clear mission and vision for educator preparation programs that the institution seeks to offer to prospective California candidates? b) To what extent did the institution confirm that the mission and vision will be published on the website and in institutional documents provided to candidates? c) To what extent does the information about the institution's mission and vision demonstrate the institution's commitment to California's adopted state standards and frameworks for TK-12 students? f) To what extent does the information about the institution's mission and vision demonstrate the institution's commitment to the health and success of all students? To what extent does the information provided about the proposed program design indicate that sufficient attention will be paid to both the theoretical foundations of teaching and learning and effective professional practice?

Eligibility Requirement	Required Information	Factors to Consider
	or different from programs operated in another state.	
	h) Any other relevant information the institution believes will allow the Commission to better understand the institution and its programs.	
Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation		
Institutions seeking IIA must have sponsored an educator preparation program leading to licensure, or participated as a partner in any educator preparation programs and/or programs focused on K-12 public education and provide history related to that experience. CTC staff will research available information about the institution relevant to the application for initial institutional approval. Institutions must submit: Proof of third party notification enlisting comments to be sent to: Input@ctc.ca.gov	a) History related to its prior experience preparing, training and supporting educators within California or in other states. b) A list of all states and/or countries in which the institution is currently operating an educator preparation program and the status of the institution's approval in each of those locations. c) If applicable, a copy of the most recent approval document (state approval/accreditation and, if applicable, letter or report from regional accrediting body, if applicable, indicating accreditation status. d) For institutions currently operating educator preparation programs in another state, data from the most recent 5 years indicating number of candidates enrolled in the institution's programs and number who have completed program (taking into	a) Is there information that the institution has prior experience successfully preparing, training, and/or supporting educators or partnering with institutions that prepare educators? b) To what extent did the institution provide a complete and accurate list of all the states and/or counties in which it is operating an educator preparation program? c) Is there sufficient information that the entity is operating in good standing in other jurisdictions where it is/has sponsored educator preparation or other related work? d) To what extent does the data provided regarding completion indicate that most candidates are able to successfully complete the program in a timely manner? e) To what extent does the data provided indicate that candidates that complete the institution's programs are likely to be employed as educators? f) To what extent does the institution have either a positive history of working collaboratively with local educational partners and/or information that it will work collaboratively with local educational partners (for instance, TK-12 institutions working with feeder IHE programs or IHE programs working collaboratively with TK-12 employers)

Eligibility Requirement	Required Information	Factors to Consider
	account the length of time of the program design).	g) To what extent does the information provided indicate that candidates are satisfied with the institution and with the services they receive?
	e) If offering educator preparation program in other state, any information available on placement rates for candidates in the schools.	
	f) Evidence that the entity has fostered positive working relationships with educational partners in establishing its programs in California to meet local educational needs.	
	g) Evidence that candidates have been satisfied with the educator preparation programs offered by the entity and the services they received by the institution.	
Criterion 12: Capacity and Resources		
An institution must submit a Capacity and Resources plan providing information about how it will sustain the educator preparation program(s) through a two – three year provisional approval (if granted) at a minimum. A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).	a) Copy of the most recent audited budget for the institution. b) A proposed operational budget for the educational unit. c) Information about instructional and support personnel for the educational unit. This information shall include, but not be limited to: 1) The number and type of faculty (full time faculty, pt. time adjunct, etc.) and/or instructional personnel, including support providers and	a) To what extent did the institution provide information from a recent audit that indicates that the institution is economically stable? b) Does the information provided indicate that that the institution will provide adequate resources to operate effective educator preparation programs in the first two-three years of the program? c) Does the information provided indicate that the leadership, instructional personnel and support staff are capable of maintaining and delivering an effective educator preparation program.

Eligibility Requirement	Required Information	Factors to Consider
	coaches if induction, who will be employed or used to provide services to candidates in the first two-three years of the program's operation. 2) The criteria or minimum qualifications for each of the positions listed above. 3) If the institution applying is an out of state institution, provide all relevant information about how the instructional services will be delivered to candidates. For instance, will faculty and instructional personnel remain located in the home state and provide services via technology to candidates in California? d) If the institution applying is an out of state institution, the institution must provide all relevant information as to which of the educational services would be located outside of California. For instance, if candidates must go through the out of state offices in order to get financial aid services, the institution should provide that information to the Commission. e) Evidence of TK-12 partnerships for the purposes of providing fieldwork.	d) To what extent did the institution provide clear information about which educational services would be located outside of California? And does the plan indicate that prospective California candidates would be well served by the plan? To what extent did the institution provide sufficient information to indicate that if any of the instructional services will be delivered from outside of California, that these services will meet the needs of prospective California candidates? e) To what extent did the institution provide information that demonstrates that it is working collaboratively with TK-12 schools to ensure appropriate fieldwork experiences for candidates? f) To what extent did the institution provide information that there will be sufficient facilities and/or effective digital learning platforms for candidates? g) To what extent did the institution provide a Teach Out plan that identifies, at least broadly what actions would be taken to ensure that the interest of enrolled candidates will be sufficiently addressed in the event of program and/or institution closure?

Eligibility Requirement	Required Information	Factors to Consider
	f) Information demonstrating sufficient facilities and/or digital learning platforms for candidates. g) A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).	